

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

***ST OSWALD'S VOLUNTARY AIDED
PRIMARY SCHOOL***

Kilgetty

Pembrokeshire

School Number: 668-3321

Date of Inspection: 19-21 May 2003

by

Mr Ben Wigley

Registered Inspector

Date: 8 July 2003

Under Estyn Contract Number: CT255/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

| | | | | | | | | | | | | | | |
|-------|-----|-----|-----|-----|-----|------|-------|-------|-------|-------|-------|-------|-------|-------|
| | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| Years | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

Key Stage (KS) 1 of the National Curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

St Oswald's Voluntary Aided Primary School was opened in September 2001 under a newly appointed head. Two schools, two miles apart, were amalgamated namely, Jeffreyton Voluntary Controlled School and Loveston County Primary School to create this school. The two separate schools were built in 1849 and 1875 respectively. Both existing buildings and sites continue to serve as St Oswald's school until the new school is built on a separate site near the local rectory.

The school caters for pupils from a wide catchment area, historically including, Cresselly and Loveston, Jeffreyton, Reynalton, Lawrenny, Yerboston, Martletwy, Landshipping and Cross Hands.

The number on roll is 92.5 pupils (full-time equivalent) arranged into four classes. One class covers nursery and reception, two classes are of mixed ages, namely Year (Y) 1 and Y2 and Y3 and Y4. The pupils in the fourth class of Y5 and Y6 are taught separately every morning and as one class in the afternoons.

The area is rural and is said to be fifty per cent prosperous and fifty per cent neither prosperous nor economically disadvantaged. The school has an all white ethnic group of pupils. None of the pupils come from homes where Welsh is the first language and the school is designated Category C by the Local Education Authority (LEA) since the teaching is through the medium of English.

Nine per cent of pupils are eligible for free school meals. No pupils in the school have a statement of special educational needs (SEN). Twenty-seven pupils are on the various levels of the Code of Practice representing twenty-nine per cent of the school's population.

The school has identified the following educational priorities as a need to:

- focus on handwriting and spelling, planning in mathematics and investigative work in science;
- implement a new syllabus for religious education; applying information and communications technology (ICT) across the curriculum;
- continue with the rolling programme of recording actions taken by the co-ordinators in Welsh, design and technology and music;
- monitor and levelling of pupils' work and creating portfolios;
- implement the recommendation for SEN in terms of the quality mark and
- introduce partnership with parents in reading, mathematics, ICT, health care and the use of parental expertise in school.

2. MAIN FINDINGS

The main findings of the report

St Oswald's Voluntary Aided School, a new school working in difficult circumstances on two sites and in three separate buildings, is a good school.

- All who work in the school and the majority of parents fully support the school and share the same vision and commitment to Christian virtues and values and in providing the best possible educational provision for all its pupils. Everyone who is involved is trying their utmost to allow pupils to improve on their achievement and to achieve their full potential.
- Children under five achieve good standards in the six areas of desirable learning outcomes and make good progress.
- The quality of educational provision for children under five is as follows:

| | |
|---|------|
| Language, literacy and communication skills | Good |
| Mathematical development | Good |
| Personal and social development | Good |
| Knowledge and understanding of the world | Good |
| Creative development | Good |
| Physical development | Good |

- In Key Stage (KS) 1 and KS2, standards in pupils' achievement in the National Curriculum (NC) subjects, excluding religious education are as follows:

| Subject | KS1 | KS2 |
|------------------------|--------------|-----------------------|
| English | Good | Good |
| Mathematics | Very Good | Very Good |
| Science | Very Good | Very Good |
| Welsh second language | Satisfactory | Satisfactory |
| Design and technology | Good | Good |
| Information technology | Satisfactory | Very Good |
| History | Good | Very Good |
| Geography | Good | Good |
| Art | Good | Good |
| Music | Good | Very Good |
| Physical education | Good | Insufficient evidence |

- In the use of key skills across the curriculum, namely speaking and listening, reading and writing, numeracy and problem solving pupils achieve good standards. Standards in the use of ICT across the curriculum are very good.
- Standards of pupils' achievement are good or better in 83 per cent of the 35 lessons or sessions seen, including 20 per cent that is very good. In the remaining 17 per cent of lessons or sessions pupils' standards of achievement are satisfactory.
- In KS1, the NC Teacher Assessment for 2002 indicate the percentage of pupils achieving Level (L) 2, was above the national and LEA averages in English, mathematics and science.
- The National Curriculum Assessment (NCA) tests for KS2 in 2002 indicate that the percentage of pupils who achieve L5, in particular, were well above the national and LEA averages in English, mathematics and science.

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- The school meets the statutory requirements to provide a daily act of collective worship and religious education. Pupils' acts of worship and religious education are reported separately by a section 23 inspector. The provision for pupils' spiritual and cultural development is good and for their personal and social development is very good. Pupils value one another and develop respect for other people.
 - Pupils learn about other cultures in many subject areas. The Welsh dimension is also a feature in many lessons and across the curriculum. Pupils are involved in drawing up school rules and codes of conduct. They distinguish between right and wrong and they develop socially by helping one another. Pupils respond to trust and responsibility in mature ways.
 - Pupils' behaviour and attitudes are good. They have good attitudes to learning and respond enthusiastically in lessons. Relationships throughout the school are positive and caring. Pupils have every opportunity to express their feelings and opinions and to show independence. A Home-School Agreement is to be presented to the pupils, parents, governors and teachers during the present term as a working contract. The School Council also enables pupils' opinions to be heard.
 - Attendance rates are satisfactory. Attendance and punctuality are recorded carefully and effective procedures encourage good attendance. A number of parents, however, take their children on holiday during term time and this impacts detrimentally on the continuity of their educational experiences. A minority of pupils also arrive late for the start of school.
 - The quality of support and guidance and the attention paid to pupils' welfare are good. Positive attitudes are promoted within a caring and supportive environment. The quality of relationships contributes significantly to pupils' confidence and self-esteem. The school effectively implements its policies for equal opportunity; commendably high priority is given to inclusion and to the importance of demonstrating respect for racial diversity. Concern is expressed, however, about the congestion, in the restricted area outside the school gates, at the end of the school day.
 - Particular emphasis is placed on the school's partnership with parents, the community and other schools and institutions. Relationships are good. Many parents are supportive of the school and the majority appreciate the efforts made by the school. A minority of parents expressed some dissatisfaction about certain aspects but inspectors found no evidence to support their views. On the contrary, parents are kept informed by regular newsletters, termly curriculum information, the annual governors' report and school prospectus. The prospectus in its present form does not, however, fully comply with statutory requirements. The head and staff work diligently to improve partnership with parents and this is identified as a priority area in the School Development Plan (SDP). The new Home-School Agreement is to be sent to parents to consider.
 - Friends of the school contribute significantly, by organising fund-raising and social events and providing additional income to help enrich pupils' learning experiences and to improve the environment. Close links exist with two secondary schools and the bridging unit of work in mathematics and science that span Y6 and Y7, gives pupils invaluable insights into secondary education. Good partnership links exist between the LEA and a local college of education.
 - The school partnership with industry is good. Pupils visit a broad range of industrial and commercial concerns and they develop good insights on how to run a successful business. Sponsorships have been received from a number of major local industries.

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- The quality of teaching is good for the children under-five. In KS1 and KS2, the standards of the teaching in the 35 lessons or sessions seen are good or better in 86 per cent, including 26 per cent that is very good. Standards are satisfactory in the remaining 14 per cent. Where teaching is good or better there is good exposition, lessons are well organised, good use is made of questions that challenge pupils and good use is made of models of speech. Where the teaching is satisfactory, minor shortcomings include introductions that are too long or over prescriptive and occasionally pupils are unclear about what they have to do.
 - The quality of assessment, recording and reporting is good. Procedures are in place for English, mathematics and science for accurate and consistent assessment and recording. Pupils' work is marked regularly but marking does not always consistently provide sufficient guidance.
 - The curriculum provision for the children under five is very good and for pupils in KS1 and KS2 is good. Since the new school opened all policies and schemes of work have been reconsidered or redrafted and are subject to constant monitoring. All schemes refer to the development of key skills and the *Cwricwlwm Cymreig*. The programme for personal, social and health education is also clearly established within schemes of work and its effects are apparent in lessons.
 - The provision for pupils with SEN is good. Pupils develop confidence and make good progress. All records, including Individual Education Plans (IEPs) are well organised and fully comply with the regulations of the Code of Practice. The SEN co-ordinator (SENCO) is efficient and gives positive leadership. The level of support in class is good and the work is well structured with a suitable range of activities to ensure pupils make good and often very good progress.
 - The quality of staffing, accommodation and learning resources is good overall. The school is well staffed and all are well qualified and work well together as a team. Arrangements are in place to allow staff to discuss performance and professional development. The accommodation in the three separate buildings is in a fair state of repair and teachers, supervisors, cleaners and school secretary make every effort to ensure that the environment is clean, conducive to learning and that the day-to-day routines are managed efficiently. A suitable supply of resources is available generally but shortages exist in equipment for the under-five children and resources are somewhat limited in Welsh second language, history, geography and art.
 - The quality of self-evaluation and planning for improvement is good. A comprehensive management structure is already in place at this early stage in the life of the new school. It aims to involve everyone in the process of improving the quality of education, raising standards and setting realistic and achievable targets.
 - Clear objectives are listed in the school statement on performance management. The head works closely with the deputy head and staff and the governing body is fully supportive of all the work undertaken. The head is a very good leader who establishes consultation procedures with all staff and provides opportunities for staff to teach different age groups and to take responsibility for subject areas to enhance their professional development. All staff including assistant teachers and support staff have detailed job descriptions with established procedures in place.
 - The governing body is fully committed to the school. All members have curriculum responsibilities and visit the school regularly. Many have received training by the LEA

and since the school was established have met regularly, often more than once a week. They have set targets for the head and deputy head to achieve for the coming year.

- The school budget is in surplus and any decisions on expenditure have to be carefully determined on the basis of planning for the future when the school will have a new building. The budget is well controlled and relates directly to improving provision for the teaching and the learning. The school offers very good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of pupils' achievement are good or better in 83 per cent of the 35 lessons or sessions seen, including 20 per cent that is very good. In the remaining 17 per cent of lessons or sessions pupils' standards of achievement are satisfactory.

- Standards of achievement for children under-five are good in the six Desirable Learning Outcomes and children make good progress.
- In KS1, standards of achievement are very good in mathematics and science and good in English, design and technology, history, geography, art, music and physical education. Standards are satisfactory in Welsh second language and information technology.
- In KS2, pupils achieve very good standards in mathematics, science, information technology, history and music. Standards are good in English, design and technology, geography and art. In Welsh second language, standards are satisfactory. In physical education, no lessons were seen and it is not possible to provide a judgement on standards of pupils' achievement.
- The NC Teacher Assessments for KS1 in 2002, indicate that the percentage of pupils achieving L2 were above the national averages in English, mathematics and science.
- The NCA tests for KS2 in 2002 indicate that the percentage of pupils achieving L5, in particular were well above the national and LEA averages.

3.2 Standards Achieved in Key Skills across the Curriculum

The children under-five make good progress and achieve good standards in applying and improving their literacy, numeracy and ICT skills in the six desirable areas of learning.

- In KS1 and KS2, pupils achieve good standards in developing the key skills of literacy, numeracy and problem solving skills across the curriculum. In ICT, pupils achieve very good standards and use their skills very effectively in most of the NC subject areas.
- In speaking and listening the standards are good across the school. Pupils are attentive and keen to respond to questions. Many of the more able pupils are articulate and all pupils feel their observations are listened to and appreciated.
- Standards in reading and writing are good across the curriculum. Pupils learn how to use books to research their topics and to find out more information. The pupils' written work in English is often on topics dealt with in other subjects, especially in history and geography.
- Pupils develop their numeracy skills in design and technology when considering the scale of models, in information technology when producing graphs and working on co-

ordinates, and in geography, when undertaking survey or other projects that combine history with geography.

- Pupils apply their ICT skills regularly across the curriculum and they achieve very good standards. Word-processing skills acquired in information technology are consistently used in English, history and geography, in producing newsletters and for display purposes.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' spiritual and cultural development is good and for their moral and social development is very good. The school meets statutory requirements in terms of daily acts of worship and religious education.

- The mission statement expresses the school's intention "to preserve its religious character and to provide an education within the Christian context and expressing Christian values."
- The whole school meets for assemblies three times a week and there are class assemblies on the other two days. Each class takes assembly every term on a theme, festival or religious event. All personal and group achievements are celebrated in assemblies with parents and friends invited to attend on special occasions.
- Pupils' spiritual development is good. Assemblies are conducted in a reverential atmosphere with pupils hearing classical musical excerpts on entry and dismissal. Pupils sing both English and Welsh songs with conviction and enjoyment. The parish priest and other ministers are regular visitors to school assemblies and know the children well.
- Pupils' cultural development is good. Pupils learn about other cultures in English, history, geography and religious education. Pupils learn about Welsh heritage and culture through celebrations of special days. On St David's day pupils wear costumes, leeks and daffodils as well as singing and dancing, poetry and drama. The *Cwricwlwm Cymreig* features in Welsh, history, geography, art and music lessons and when Welsh is used incidentally for registration and in some other lessons.
- Pupils' moral and social development is very good. Pupils clearly understand and have a sense of ownership of the school rules and codes of conduct. The personal and social programme helps pupils to distinguish between right and wrong, how to express their feelings and how to relate to other people, both adults and other pupils.
- Through example and mutual respect, pupils learn how to help one another and especially the older pupils who regularly help their younger peers. Pupils respond to trust and responsibility in thoughtful and mature ways and show consideration towards others. Pupils relate well to others in different social settings.
- The school is beginning to focus on cultural traditions and diversity in some subjects, such as geography, but application in English, music and art, is generally underdeveloped. Visits to places of educational interest and extra-curricular activities provide pupils with enriching social and cultural experiences.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes towards learning are good overall. The school is a very orderly community that demonstrates its success in the well organised moving of pupils between both sites.

- The vast majority of pupils respond well to the schools' high expectations of behaviour and such good standards have a positive effect on pupils' achievements. With the exception of a small minority of pupils in KS1, pupils concentrate well and get on with their work without disturbance.
- Pupils have good attitudes to learning, they respond well in lessons and listen attentively to teachers and each other. They work well together in pairs and in groups.
- The behaviour at lunchtime and during assembly is good, making these occasions pleasurable. In the playground, pupils relate well to one another, playing imaginative games and behaving appropriately.
- The school uses a variety of strategies to promote good behaviour with teachers giving praise and encouragement when appropriate, recognising and rewarding good behaviour and effort and celebrating it in whole school assemblies.
- Positive and caring relationships between staff and pupils, the system of rewards and house points and orderly routines, ensure that all pupils know that they are valued and they respond positively.
- Pupils are very polite, friendly and self-disciplined and no incidents of bullying or other threatening behaviour were seen. Opportunities are available for pupils to discuss behaviour, feelings and the effect of actions on others through the schools' personal, social and health education programme. The school places great emphasis on its anti-bullying policy.
- The school successfully involves pupils, parents and governors in the school behavioural policy and in the general expectations of behaviour. The Home-School Agreement affirms principles and presents pupils, parents, governors and teachers, with a working contract for each academic year. The School Council, consisting of pupil representatives from each year group, discusses issues pertaining to different aspects of school life.

4.3 Attendance

Attendance rates are satisfactory and there are no instances of unauthorised absence.

- Attendance rates for the past three terms average 94 per cent.
- The school places a high priority on attendance and punctuality and many pupils have good records of attendance.
- The majority of pupils are punctual and keen to attend school. Registration sessions and lessons start promptly.
- The head monitors attendance and punctuality carefully. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary.
- Effective liaison takes place with the Pupil Support Officer (PSO) when necessary.
- Registration is conducted efficiently and in accordance with statutory requirements.

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- The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and on overall rates of attendance for the school.
 - Despite the best efforts of the school, a minority of pupils arrive late for the start of the school day.
 - The school has set no formal targets for the improvement of rates of attendance but the high priority afforded to attendance and punctuality is frequently made known to pupils and parents.
 - The school complies fully with attendance requirements set out in the Welsh Assembly Government Circular 3/99, *Pupil Support and Social Inclusion*.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of the teaching is good for the children under five. They make good progress. In KS1 and KS2, the standards of the teaching in the 35 lessons or sessions seen are good or better in 86 per cent, including 26 per cent that is very good; standards are satisfactory in the remaining 14 per cent.

The main features of the very good and good standards in teaching seen are:

- teachers provide good exposition and clear explanations;
- lessons are well organised with clear objectives set out for all the pupils to read from the board;
- use of good questioning techniques that challenge pupils to think out the solutions for themselves;
- lessons conducted at a lively pace and the use of good quality resources;
- good use of language and models of speech across the curriculum and especially in talking about mathematical problems.

Where, in the minority of teaching, standards are satisfactory, minor shortcomings include:

- some pupils are unclear about what they had to do in their class tasks;
- occasionally the introduction to lessons is not as clear or sometimes is over-prescriptive.

5.2 Assessment, Recording and Reporting

The overall quality of assessment, recording and reporting is good.

- Procedures are in place for accurate and consistent assessment and recording in the core subjects of English, mathematics and science and the foundation subjects.
- The school's policy for assessment, recording and reporting establishes clear guidance and explanations for developing manageable and purposeful systems, for the regular assessment of pupils' progress. Good progress has been made by the school to put the assessment policy into practice.
- Assessment is well used in the nursery/reception class, to ensure children reach their full potential in everything they do through the achievable learning steps. Teachers judge what children know, understand and can do and the judgements made inform the

planning. Children are moved, for example, into and out of groups receiving additional support or further challenges, when appropriate.

- Regular assessments in the core subjects of English, mathematics and science are used effectively to set school and yearly targets for individual pupils. The NCA test results for KS1 and KS2 are not, however, analysed in sufficient detail to inform the planning of future work or to help monitor the performance of different groups of pupils.
- Pupil profiles are established to record results of all standardised tests with samples of pupils' work in the core subjects and, to track progress over time. Samples of work are marked to identify strengths and areas for improvement and monitored, to provide levels of attainment, set against NC criteria.
- The good practice of setting individual pupil targets on an annual basis for English and mathematics is in place. The targets are shared with pupils and parents, through annual written reports that are subsequently used as a review focus during parent consultations.
- Pupils' work is marked regularly and is effective when it is followed up through well-directed discussions to confirm understanding. Teacher marking of day-to-day work, however, does not consistently give sufficiently clear guidance to take the learning forward. Realistic short-term targets for pupils have recently been initiated and older pupils, in particular, are becoming more aware of what they need to do to improve.
- In the majority of lessons, a clear learning focus is identified and shared with the pupils. This forms a basis for assessment and pupils are encouraged to evaluate their own performance and discuss areas where they might improve. On occasions, pupils are not given sufficient opportunity to review their performance or to discuss if the learning target has been met.
- Pupils with SEN are regularly assessed and the findings are used effectively to identify progressive learning targets that are then included in their IEPs. Support staff intervene effectively to support pupils in their routes to achieving targets. The sharing of these targets with parents, at regular meetings every term, contributes in a valuable way towards their child's improvement.
- Suitable opportunities, including two consultation meetings, are available for parents to discuss their children's progress with staff. Annual written reports issued to parents provide good detail on achievement and progress across the curriculum and, on areas for improvement and they meet requirements.

5.3 Curriculum

The quality of the curriculum for the under-fives is very good and for pupils in KS1 and KS2 is good. All NC subjects are given a reasonable amount of time. Religious education was inspected separately under the Section 23 arrangement.

- Good planning of the curriculum for the under-fives and for KS1 and KS2 means that the provision is broad and balanced.
- Since the new school opened, the whole of the NC subject's policies and schemes of work have been reconsidered and redrafted to take account of NC changes and those imposed under the amalgamation. The school prospectus also provides a clear indication of the content of the NC subjects in its section on the curriculum including a reference to the *Cwricwlwm Cymreig*.

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- Curriculum co-ordinators are carefully chosen and consulted to ensure a good match between their professional strengths and personal interests. As a result all schemes of work are of good quality and contain references to how to introduce and use key skills and the *Cwricwlwm Cymreig* in each subject area. Schemes also contain a detailed list and web sites of the relevant ICT resources available.
 - A policy for curriculum self-review contains detailed reports from the subject co-ordinators who monitor standards regularly as part of a rolling programme. They are of very good quality and reflect the self-critical culture that prevails in the school.
 - The quality of specialist teaching in Welsh and music is very good. Similarly, the quality of support by teaching assistants is good and effective. All staff, including support staff, have clear job descriptions with specific targets to develop their expertise further through attendance at in-service training (INSET) and other courses.
 - The programme for personal, social and health education is a cross-curricular aspect and is effectively prominent in a range of subject areas, including English, science, design and technology, history, geography, Welsh second language and physical education. Its effects are evident in the way pupils interact with one another in whole-class, small groups, paired and individual, activities.
 - The policy for homework indicates how it is set for each class and varies in quantity according to age. In KS1, it comprises reading, spelling, tables and something to find out or projects to develop pupils' research and independent learning skills. In KS2, homework comprises reading, spelling, tables and pieces of written work and in the spring term, an independent piece of research.
 - The quality of the work done for homework, especially with the older pupils in KS2 is very good. Parents are encouraged to become involved with homework and helpful pointers are provided.
 - The school offers an extensive range of extra-curricular activities, including netball, rugby, tennis, football, choir, craft, orchestra, dance, rounders, cricket and cookery. All activities take place from Monday to Thursday and are well attended by pupils.
 - Educational visits form an integral part of school life and all pupils are encouraged to belong to the Urdd and older pupils visit the Llangrannog Urdd camp.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and guidance and the attention paid to pupils' welfare throughout the school are good.

- The school promotes positive attitudes and values, which encourage good learning standards within a caring and supportive environment.
- The head and staff know their pupils well. Pupils' individual needs are clearly identified and staff effectively monitor and support their academic progress, their social development and their personal welfare.
- The quality of relationships throughout the school is good and contributes significantly to pupils' confidence, self-esteem and positive attitudes towards learning. Pupils are confident in turning to adults for help and support throughout the school day.
- Pupils are well supervised at all times, with teachers and support staff taking all reasonable steps to ensure their safety. During the lunch breaks, mid-day supervisors make a valuable contribution to the care and welfare of pupils.

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- The school has a clear policy and set of procedures to deal with child protection issues, which are known and understood by all staff.
 - Pupils are given the opportunity through the School Council of contributing to decision making within the school. The School Council has been actively involved in decisions about the new behaviour policy, the code of conduct and the choice of uniform and logo for the school.
 - Pupils are given a sense of ownership of their school and they respond maturely to their responsibilities on the Council.
 - Aspects of hygiene, health, sex education, personal and emotional well-being are incorporated into the curriculum through an effective personal and social education programme that is dealt with sensitively by staff.
 - The school's policy for equal opportunities is effective and the high priority placed on the inclusion of all pupils is commendable.
 - The school has an effective policy and set of procedures to promote health and safety, including risk assessment, which are implemented and monitored carefully by staff and the governing body.
 - The school is rightly concerned about potential dangers to children as they leave school at the end of the day at the Cresselly site. A large number of cars and buses assembles in a restricted area outside the school gates to collect school pupils and children from the pre-school playgroup. The governors have advised the local authority's Highways department of their concerns and visits have been made to the school. The situation remains unsatisfactory and represents a real hazard to children's safety.

5.5 Provision for Pupils with SEN

The school's provision for pupils with SEN is good. Pupils grow in confidence and make good progress towards the targets set for them. Standards of achievement relative to individual ability are good.

- The SEN register and all other records are well organised and kept fully up-to-date. The school's SEN policy is a clear and detailed document and fully complies with the recommendations of the Code of Practice. The policy is successfully reflected in the work of the school.
- Early diagnosis of pupils' special needs takes place as soon as possible when pupils enter school. Initial concerns are identified and this gives a basis for establishing a focussed, teaching and learning programme for pupils.
- The SEN co-ordinator (SENCO) provides an efficient and very positive lead to the school. Her co-ordinating arrangements for SEN throughout the school are very effective.
- Good liaison and working arrangements with class teachers and teaching assistants successfully identify appropriate measures to further improve and develop SEN provision. Pupils have access to a broad, balanced and relevant curriculum.
- A good level of support in class and in withdrawal group or individual sessions successfully promotes the good progress made by pupils. Planning is sufficiently detailed and work is well-structured and relevant to pupils' needs and matches the work done in mainstream classes. A suitable range of activities, including the use of computers, successfully contributes to the positive attitudes and pupils' progress.

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- The SENCO and class teachers carefully prepare IEPs. They identify realistic and achievable steps for the individual pupil's learning. Normally these are reviewed once a term but where there are concerns or where there has been very good progress, they are reviewed as necessary.
 - Great care is taken to ensure that pupils are happy and well integrated into the life and work of the school. Pupils' strengths are celebrated and their efforts valued. The school is successful in removing pupils from the SEN register, following the good, and sometimes very good, progress made.
 - Links with outside agencies are good and effective use is made of additional support and guidance. The school is well aware of the procedures involved with pupils with statements of special educational needs but currently there are no such pupils in the school.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school places particular importance on its partnership with parents, other schools and the local community and is working hard to ensure that good relationships exist in all these areas. Partnership arrangements are good.

- Many parents are warmly supportive of the school; they recognise the challenges and difficulties the head and staff face until the new school is built. The majority of parents appreciate the efforts made to ensure the education of their children has not been unduly disrupted.
- A minority of parents expressed some dissatisfaction about aspects related to management and teaching. Inspectors found no substantial evidence to support such parental complaints. To the contrary, the head and staff continue to work diligently to enhance all aspects of the school's partnership with parents. The further development of an even stronger partnership with parents is also a priority identified in the SDP.
- Parents are kept informed by regular newsletters, termly curriculum information, an informative annual report of the governing body and by the open door policy with regular opportunities available for parents to discuss their children's work and progress with staff. The school prospectus is a useful document and provides parents with valuable information about the life and work of the school. In its present form, however, it does not fully cover some aspects of the statutory requirements.
- Partnership with parents is developed at an early stage. The early years staff are successful in providing parents with information and opportunities to become involved in their children's education.
- A new Home-School Agreement has been drawn up and approved by the governing body; this is to be sent to parents for consideration this term.
- A growing number of parents and friends give of their time freely, helping out throughout the school and accompanying pupils on educational visits. Their commitment is greatly valued and they make a positive contribution to pupils' learning.
- The school's active Friends Association provides a good link between home and school and makes a significant contribution to the life and work of the school. The Association organises fund-raising and social events, activities that enhance links with the local community and provides the school with a source of additional income. Funds raised are used purposefully to enrich learning resources and the learning environment.

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- Productive links have been established with the pre-school playgroup that meets at the school every afternoon.
 - The school enjoys close pastoral and administrative links with the two feeder secondary schools to which pupils transfer. Curriculum links are developing well and regular liaison meetings, whereby an exchange of information and ideas occurs, and with joint INSET events, help to promote a continuity in pupils' curriculum experiences. Very good use is made of bridging curriculum units in mathematics and science that span Y6 and Y7. The units are challenging and provide pupils with good insights into what is expected as they move on to their secondary education.
 - The head, staff and governing body have established very good working partnerships with personnel from the LEA who have fully supported the school through the amalgamation process. The contribution of the authority's pastoral adviser has been particularly beneficial to staff and pupils.
 - The school has developed a close partnership with a local college of education and regularly provides training facilities for student teachers. Pupils from local secondary schools regularly undertake work experience placements at the school. Students are well supported by staff and make a positive contribution to the life and work of the school.
 - The school and its various activities are well supported by the local community and good use is made of the community as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to pupils' standards of achievement in a number of curriculum areas.
 - The school enjoys a successful partnership with the parish church. The clergy and parishioners hold the school in high regard and appreciate the contribution that staff and pupils make to the life of the church community.

5.7 Partnership with Industry

The school's partnership with industry is good.

- The school has no formal policy for industry links but effective strategies are in place to raise the economic and industrial understanding of pupils and to give them insight into the world of work.
- Through their visits to a number of retail, commercial and industrial sites including shops and supermarkets, bakery, library, fire station and a chocolate factory, pupils are gaining valuable insight into different working environments as well as an understanding of the variety of work undertaken in their area.
- Teachers actively encourage personnel from different occupations and professions to speak to pupils about their work. The contribution of personnel from the police and fire service, an airline pilot and a ship's pilot together with health workers and local crafts people has a positive impact on pupils' learning and understanding of the world of work.
- The school has a very good working partnership with a major leisure park. Older pupils visit the park and in undertaking a challenging project, have good insights into the conditions needed to run a successful business.
- Pupils have a good understanding of their local area and the importance of both farming and the tourist industry to the economic prosperity of Pembrokeshire.
- Older pupils' understanding of the work of the emergency services has been enhanced by the school's involvement in the 'Crucial Crew' programme.

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- Local businesses view the school in a positive light and are supportive of the school. Sponsorship has been received from a number of major local industries.
 - The head and staff are committed to the continuing development of a positive partnership with industry. The links already established contribute significantly to pupils' motivation, learning and standards of achievement.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good.

- The policies for self-evaluation, self-review and performance of the management and the curriculum are good. In each case, the policies provide a clear evaluation of the progress as part of an ongoing rolling programme.
- The self-evaluation statement covers a comprehensive range of management structures and at this early stage in the life of the school, for each aspect, analysis of developments is ongoing. It aims to involve everyone in the process of improving the quality of education, raising standards in the teaching and learning and in the level of pupil achievement and, to set realistic and achievable targets.
- Since the school has only been in existence a short time many of the targets are timetabled into the SDP and are ongoing features in the monitoring process.
- The SDP is well constructed, is effective and contains essential performance indicators to identify the school's strengths and weaknesses. As a result, staff are regularly consulted and are working well together as a team in difficult conditions on a split site and in three separate buildings. Staff regard themselves as accountable to one another and report their monitoring findings at staff meetings.
- There is a regular monitoring process in place as part of the school's self-evaluation. It assesses the school's efficiency by analysing a range of activities that are carefully planned and are of very good quality.

6.2 Leadership and Efficiency

The quality of the leadership and the efficiency by which the school is run are very good.

- In the policy for performance management, clear objectives are cited to cover leadership and management issues.
- The head works closely with the deputy head and staff. All staff receive the full support of the governing body. The head is a very good leader who establishes consultation procedures with all staff. She provides individual members opportunities to teach different age groups and to take on responsibility for a NC subject area as curriculum co-ordinators that helps to enhance their personal and professional development.
- The governing body is fully committed to the school to ensure the individual needs of all children are fully met. The new school is building up on the strong Christian ethos that was prevalent in the two separate schools. Governors readily admit that they have been on a steep learning curve since the school opened. For the past year, the governing body has met regularly and often more than weekly to ensure the school runs smoothly.

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- All governors are linked to specific curriculum areas including the early years and SEN. Many have already spent considerable time in the classrooms monitoring their particular areas. The majority of school policies and schemes of work have been seen and approved by the governing body. They are aware of how the NC subjects are inter-linked and that there is a cohesive approach to curriculum development.
 - Many of the governors have received training from the LEA and are full of praise for its quality. The budget is carefully monitored and many of the problems arising are because of the expense in running two sites. The budget is in surplus and any decision on expenditure has to be sensibly determined on the basis of planning for the future when the school will have a new building. In view of this, the budget is well controlled and any expenditure relates directly to improving provision for the teaching and the learning. The school offers very good value for money.
 - The SDP is a broad document with clear targets and timetable covering many aspects and subjects along with cost implications and evaluations and monitoring procedures over short, medium and long term. It is of very good quality and indicates clearly the direction the school is taking to plan for improvement and to raise standards.
 - All staff have detailed job descriptions indicating the sharing of curriculum responsibilities that are competently fulfilled. Co-ordinators monitor their subject regularly as part of a rolling programme. This implies that they monitor each other teaching as well as evaluating the quality of pupils' learning.
 - Day-to-day routines are managed very efficiently and effectively in what is a trying and difficult situation. All who work in the school pull together and give of their best to the pupils.
 - Twenty-six pre-inspection parent questionnaires were submitted and over 90 per cent of parents agreed with the way the school is being led and managed.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing, accommodation and learning resources in the school is good.

- The school is well staffed and includes a sufficient number of support staff. With careful consideration and organisation, the strategy of job sharing supports pupils well and affords the head the recommended time for her administrative duties.
- Staff are well qualified and work very well together as a team to meet the demands of the NC and the daily life of the school on sites two miles apart.
- The teaching staff are experienced and appropriately deployed. Classroom support staff and visiting teachers make a significant contribution to pupils' learning.
- Arrangements are in place to enable staff to discuss performance and professional development. The INSET programme successfully considers the needs of the school as well as individual members of staff. This is evident, for example, in the positive outcome of the professional development programme attended by both teachers of children under-five. There are effective arrangements for teachers to disseminate information to staff.
- The caretaker and cleaning staff ensure there is a clean and pleasant environment, and serve the school very well. Lunchtime supervisors are effective and efficient. The school secretary supports the head very efficiently and unobtrusively.
- The three separate school buildings are in a fair state of repair and teachers make all efforts to ensure the environment is stimulating and conducive to learning. Having two

sites two miles apart necessitates older pupils being bussed to the main school for lunchtimes and for whole-school assemblies and this is very well organised.

- Both school sites have hard-surfaced areas that are well used at break-times although the playground in the main school slopes towards the main gate. The garden areas on both sites accessible to pupils during the school day and provide opportunities for pupils to participate in gardening activities and scientific fieldwork.
- The school uses the local cricket club for outdoor games and athletic activities. The nearby local hall adjacent to the main site at Cresselly is rented by the school and provides large accommodation for indoor games, assemblies and whole-school performances. Cleanliness in and around the hall is, however, sometimes a problem.
- The staff work hard to ensure that the overall accommodation has a positive effect on pupils' standards of achievement. The nursery/reception class does not, however, have a secure and appropriately equipped outdoor area suitable to promote children's physical development. Teachers make appropriate use of the playground and small equipment to develop children's physical skills.
- The school makes the best use of the resources to hand by sharing between classes. Teachers have carried out audits of resources for each subject and identified appropriate priorities. There are limited resources available to develop the physical skills of children under five. The range of resources for Welsh second language, history, geography and art are somewhat limited. Outdoor play for the under-fives is not an integral part of the school day since there is a lack of a suitable outdoor area and large equipment.
- The small library areas on both sites have a suitable range of reading and information books. They are supported in classes by a range of appropriate books to assist class topics. Pupils make very good use of computers and the interactive whiteboards. Pupils, including those with SEN, use the small computer suites on each site effectively.
- Good use is made of the school, the local environment, visits including residential visits for older pupils and visitors to the school, to enrich pupils' learning.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The education provision for children under five is good overall and effectively promotes the Desirable Outcomes for Children's Learning. Children of nursery age (three to four-years old) and those of reception age (four to five years old) make at least good progress in all areas of learning. Standards achieved are good.

Good features

Personal and social development is good

- In the class of part-time nursery children and full-time reception children, the emphasis is rightly on developing children's personal and social skills through a good range of activities. Children interact successfully with each other and with adults.
- All children know the well-established routines and are happy and secure in their environment. They are happy to come to school and are keen and interested and want to be involved.

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- Children are encouraged to undertake independent play. They work together and play happily together and are beginning to form relationships with one other.
 - Children respond positively to the expectation of good behaviour. They understand what is right and wrong.
 - Children's social skills are developed well through effective use of opportunities to ensure children know when to say please, thank you and excuse me. Children are polite and most engage in conversation readily.
 - Reception children know what is expected of them and when working on tasks, show good levels of concentration and an eagerness to learn.

Language, literacy and communication skills are good

- Children of both ages demonstrate an enjoyment of listening to stories and sharing books. They listen attentively and willingly participate in repetitive responses and answers to teachers' questions and with improving clarity.
- Children from nursery age confidently explore writing, using a range of different pens, pencils, crayons and paint. Nursery children make good progress in handling writing tools to make marks that are significant to them.
- Reception children are developing good letter formation. They show growing confidence in copy writing and making attempts to form letters and words independently.
- At this time in the year, reception children are successfully acquiring early reading skills. They enjoy sharing books and talking about the pictures. Children recognise initial letter sounds and some simple common words.
- The Welsh language is successfully introduced to children at the nursery age. Children are developing an understanding by responding appropriately to simple everyday commands. They are beginning to count in Welsh and can name some of the colours. Children have a growing repertoire of simple Welsh songs.

Mathematical development is good

- A good range of practical activities such as sand and water is used effectively to develop children's mathematical understanding. Both age groups are developing a good understanding of number through a wide range of songs and pertinent use of opportunities throughout the day to reinforce counting skills.
- Most nursery children are confident in counting and recognising numbers to ten. Through a range of fun activities reception children make good progress in recognising numbers to twenty. All children enjoy participating in counting activities to fifty. Reception children make good progress in counting backwards from ten and in two's to twelve.
- Children respond well to a range of activities using two-dimensional shapes such as a circle, square, triangle and rectangle. Reception children make good progress in recognising different shapes and describing them.
- Children are familiar with sorting objects by height, colour or shape and recognise and sort monetary coins. They use specific vocabulary in their play, demonstrating a growing understanding of comparative language.

Knowledge and understanding of the world is good

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- A good range of activities including visits to places such as Middleton Gardens and visits to the school by the nurse, successfully promotes children's knowledge and understanding of the world.
 - Children have a developing knowledge and understanding of the natural world around them. They show great interest in their class wormery and caterpillars and show a growing understanding of the basic needs for survival.
 - Children know that bees make honey and confidently express their preferences when making honey sandwiches. They handle honeycomb with care and understand the need to wash hands before handling food.
 - Children use computers confidently and with increasing skill to support their learning. Reception children make good progress in estimating the distance and programming a robotic toy to move in a straight line.

Creative development is good

- Children learn to use a range of colour and paint to express their ideas and to represent what they have seen. They explore a variety of materials, media and textures to make collective and individual collages. Their work is well linked to other areas of learning, for example, children make creative collages using natural materials.
- Children are introduced to a range of techniques such as printing, to reinforce their recognition of shapes and suitable use of colour.
- Nursery and reception children enjoy singing songs. Singing is an integral part of the school day. They sing tunefully and enjoy singing their repertoire of songs and nursery rhymes.
- An interactive display gives children opportunities to demonstrate their confidence in exploring sound using a range of untuned instruments. They are familiar with experimenting using rhythm.

Physical development is good

- Children of both nursery and reception age make good progress in developing their physical skills and demonstrate competence in developing their fine motor control skills and in learning to use pens and pencils, paint brushes and scissors. Children know the safe and correct way to use tools, equipment and materials.
- Children show good body control and quickly react to instructions when using small equipment such as balls or the larger equipment like tricycles. On occasions, the adjacent playgroup's facilities are used for climbing activities.

Shortcomings

- There are no significant shortcomings.

English

Standards of achievement are good in KS1 and KS2, with some very good aspects in writing towards the end of KS2.

Good features

- In KS1, pupils enjoy listening to stories and reading out aloud together from the Big books. They also read out their own accounts of the stories they have heard and do so competently and confidently.

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- Pupils are developing a good repertoire of phonic sounds and use letters and blends correctly when involved in whole class discussion.
 - Pupils enjoy reading poems and identify rhyming words in poems. They understand how poems such as odes fall into a particular genre.
 - Pupils achieve good standards in reading and do so with increasing confidence. They anticipate the text well and the best readers de-code and use the appropriate expression when reading long sentences.
 - Pupils have a good understanding of punctuation including speech marks and know about tenses by using the words "today", "tomorrow" and "yesterday."
 - Pupils can explain the meaning of the terms, author and illustrator. They write book reviews and express their views about the stories competently. They write for different purposes, such as, daily diaries, invitations, letters and what happens next in a story.
 - Pupils understand the main features of traditional stories and successfully write their own version of a story.
 - In KS2, pupils recall the details of stories and do so with accuracy. In looking at a poem about whales, pupils consider the argument for and against the killing of whales and present sensible alternative solutions.
 - Pupils display good speaking and listening skills. They are confident and articulate speakers and present their points of view in a mature and convincing style. They listen carefully to the views of others and respect what they have to say.
 - Pupils write poems of good quality on a range of topics using their knowledge of descriptive phrases effectively. They write letters for real purposes and they understand how language changes according to the kind of audience in mind.
 - Pupils write their own three-act plays and compose good rhyming poems on a range of topics. They know how books are organised including the plays of Shakespeare, for instance, Macbeth and Romeo and Juliet.
 - Pupils define a rule correctly and effectively suggest a wide range of appropriate words to illustrate the rule. They also recognise that there are exceptions to a rule and can successfully identify the group of words that do not fit the rule.
 - Older pupils understand the elements and the structure of an explanation text, for instance, when thinking about cyclones. They produce their own explanations by following the structure of the introductory statement and cause and effect. Pupils know what is meant by a glossary and why it is important in books.
 - Pupils identify correctly parts of speech and can classify a range of propositions. They compose their own complex sentences and understand the meaning of sub-clauses and connectives and how to translate a simple sentence into a complex sentence.
 - Pupils know the difference between direct and reported speech. They correctly identify a non-chronological report, biographies and autobiographies, the various genre of poems and can explain the meaning of proverbs.
 - Pupils define accurately and can explain what is meant by myth and legend and they know the difference between fiction and non-fiction.
 - Pupils know the main characteristics of formal or official language as used by solicitors and how it differs from straightforward language. They are aware of the different styles

of language and the use of conventions such as the formal tone and the use of impersonal words.

- Pupils successfully identify poetic devices in poems, such as, personification, refrain, assonance, rhyme, alliteration, similes and repeating patterns.
- Pupils write their own imaginative stories, poems and mini-dramas on a broad range of topics and produce written work that is at least good and occasionally very good.
- Pupils in both key stages make good use of CD-ROM language programs.

Shortcomings

- There are no significant shortcomings.

Mathematics

Standards of achievement are very good in KS1 and KS2.

Good features

- Pupils in KS1 are developing competence in counting in various ways up to and beyond a hundred such as in ones, twos, fives and tens.
- Pupils demonstrate a secure understanding of place value when adding or subtracting tens from a given number. Older pupils make good progress in their understanding of the place value of three digit numbers.
- Pupils have good understanding of specific mathematical vocabulary. They use it well in answering questions and in understanding word problems.
- Most pupils can tell the time to the hour and to the half-hour. They recognise coins and understand their comparative value.
- Pupils are familiar with the two and five-times tables and use them accurately to solve problems. They make good progress in understanding division.
- Pupils are able to gather information and record it accurately using a pictogram. Their investigative skills are developing well.
- Pupils have good knowledge of weights and measures. They make good progress from non-standard units to standard units of grammes and centimetres.
- Younger pupils in KS2 successfully build on their knowledge of measurement. They know that measures can be in different forms. They understand some of the issues related to capacity, especially calibration.
- Pupils demonstrate a clear understanding of rounding to the nearest 100 or 50 in their practical work on capacity. They can read and record accurate calibrations.
- Pupils have very good mental agility. They use their knowledge and understanding of number to calculate quickly and accurately in response to mental challenges.
- Older pupils in KS2 make very good progress in understanding values of decimal fractions. The most able can accurately order fractions to three decimal places.
- By the end of KS2, pupils have a very secure understanding of the relationship between fractions, decimals and percentages and use this mentally for quick and accurate oral responses to questions.

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- Pupils have a very secure understanding of a wide range of precise mathematical vocabulary, for example, prime numbers, multiples, square numbers, numerator and denominator. They use vocabulary accurately when explaining the strategies used to solve a problem.
 - Pupils are familiar with a range of two and three-dimensional shapes. They can identify quadrilateral shapes and know the difference between rotational and translation symmetry.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement are very good in KS1 and in KS2.

Good features

- Pupils' practical and experimental work throughout the school is good and very good in KS2. Pupils give suitable suggestions for setting up investigations linked to the topic they are studying and demonstrate a growing understanding of fair testing as they move through the school. They record their findings well in visual formats using charts and graphs, diagrams and annotated illustrations.
- Pupils in KS1 confidently name the different parts of a flowering plant. They know that roots not only obtain water and nutrients from the soil but also stop the plant from falling over.
- Pupils are familiar in using their five senses to support investigative work relating to healthy eating.
- Pupils recognise similarities and differences between various materials and sort them in terms of being transparent, translucent or opaque. They effectively carry out investigations into the absorbency of materials and whether they are magnetic. They can describe the way some everyday materials change when heated or cooled.
- Pupils are aware of the dangers of electricity and construct simple circuits, knowing that if all components are not joined it will not work. They know that a switch is used to break a circuit.
- Younger pupils in KS2 are accumulating a glossary of scientific terms in their work on natural materials. They effectively use a wide range of familiar and unfamiliar rocks and confidently test to find if rocks are permeable or impermeable and record their findings accurately.
- Older pupils in KS2 demonstrate very secure scientific knowledge and understanding of how sound is made. They know that sound moves through solids, liquids and gases and that the pitch of sound will differ due to the molecular make up of the substances.
- Pupils confidently describe the functions of the ear and name its parts. They are familiar with the body's circulatory system, joints and muscles and teeth.
- Pupils plan a fair test taking into account independent and dependent variables. They devise their own way of recording and use the knowledge gained to come to conclusions.
- Pupils build well on the knowledge gained in KS1. They know about reversible and irreversible changes of materials and can separate mixtures of materials.

Shortcomings

- There are no significant shortcomings.

Welsh second language

Pupils achieve satisfactory standards in KS1 and KS2.

Good features

- In KS1, pupils learn how to respond orally to simple questions and greetings about the weather and about their likes and dislikes.
- Pupils count up to 10 and beyond and know the names of colours and a range of forest animals in Welsh. They count the number of fish they can see thereby linking their work with mathematics.
- Pupils enjoy reading along with the teacher simple stories that often relate directly to class topics and to other NC subjects, such as, history and geography.
- Pupils are confident to ask if they are unsure of the word and they are developing a good working vocabulary.
- Pupils write simple sentences about the snowman and write the names of various items of clothing worn by him.
- In KS1 and KS2, pupils know the days of the week and the months of the year and the names of the seasons. They read simple story books out of their class library of Welsh books.
- In KS2, pupils know the names of a range of vegetables and fruits and respond correctly to commands and to a further range of greetings and questions.
- Pupils know the names of various parts of the body. They know the names of various swimming strokes.
- Older pupils write, about their families and friends and party invitations. They place sentences in the right order and translate single sentences from Welsh to English.
- Pupils write down their family tree and link Welsh to geography when they write down responses to a topic on Pembrokeshire, as part of their understanding of Welsh heritage and culture.

Shortcomings

- Pupils' ability to read texts or to write more extensively is limited.

Design and technology

No lessons were observed in KS1 but account was taken of work completed previously. Standards achieved are good in both key stages.

Good features

- Pupils in KS1 have a good understanding of the design and making process. They plan in detail with annotated designs, lists of needs and possible processes.
- Information is considered and used purposefully by pupils to support their ideas, for instance, in designing and making different rooms for the house of the Three Little Pigs.

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- Pupils work with a good range of materials and demonstrate secure measuring, cutting and joining skills in the good standard of finished products.
 - Pupils in KS2 gain knowledge and understanding from a range of bread products. They show good awareness of hygiene when handling food and make good evaluations according to appearance, texture and taste. Pupils make good use of information technology skills to record preferences.
 - Pupils use their knowledge of materials to support their work in designing and building a shelter. From their consideration of shelters, they write clear instructions with diagrams describing the stages for making the shelter. They confidently analyse and compare different aspects of the procedure and give suggestions for improving the shelter to fit its purpose.
 - Pupils create, test, modify and store instructions to control the movement of a model merry-go-round. They understand specific terms such as port, disconnect, icon, transmitter, input and output.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards of achievement are satisfactory in KS1 and very good in KS2.

Good features

- In KS1, pupils understand that information technology is used to communicate messages and meanings in different ways and that they can be easily altered.
- Pupils know the names and function of the keyboard and space bar. They are aware that icons represent particular functions and programs and click and drag the mouse effectively.
- Pupils make satisfactory progress in saving their own work and retrieving it at a future date.
- Pupils' skills of using the keyboard are steadily improving with the use of a touch type program.
- In KS2, pupils enter data into the computer and produce a range of graphs and pie charts to record their findings. Good cross-curricular links are made and most pupils apply their knowledge and understanding successfully.
- Word-processing skills are well developed in KS2; pupils have good mastery of the basic skills and use them to draft and redraft written work and to enhance presentational skills. They use graphics well to illustrate their ideas.
- In Y5 and Y6, pupil's work confidently on spreadsheets and apply their mathematical knowledge and skills to enter a sequence of actions to obtain their result.
- Pupils confidently make Power Point presentations that incorporate a range of backgrounds, texts and pictures.
- Pupils are confident at sending and in retrieving e-mails and access a variety of information from the Internet.

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- Throughout the school, pupils show confidence in using the interactive whiteboard to support the learning.
 - Pupils with SEN make good progress in their use of the keyboard and programs designed to support them in their learning.

Shortcomings

- In KS1, pupils' skills in using the keyboard are limited.

History

Standards of achievement are good in KS1 and very good in KS2.

Good features

- In KS1, pupils enjoy listening to stories about children involved in the coalmines in Victorian times. They have a good understanding of how a child's life in the past differs from a child's life today.
- Pupils' understanding of chronology is good and they successfully describe the meaning and purpose of simple time lines and know how life a 100 years ago was different from today.
- Pupils in KS2 know about a broad range of Victorian inventions and in using the Internet investigate how inventions, such as, cycles, cars, sewing machines, cameras and the telephone change over time.
- Pupils' study of the local area is a feature of the work and their appreciation of the Allen family living in the large Cresswell house is based on their knowledge and investigation of primary historical sources. They have a good understanding of how houses have changed in the decades since 1786 to the present day. Pupils know the age of buildings in the locality.
- Pupils' own booklets on Victorian times cover domestic life, education and science, public health and transport, among many other topics and they are of very good quality. They make good use of the Internet in their research and show good word-processing skills.
- Earlier work by older pupils covers the period of the Tudors. They produce a Monarch's genealogy table from the time of Rhys ap Gruffudd to the time of Henry V111. In visiting the local museum at Tenby and the Merchant's house, pupils learn at first hand the trades of local people in Tudor times.
- Pupils have completed a study of the Great Fire of London and know about Samuel Pepys' diary and about famous battles in the past.
- Older pupils write detailed accounts that are of a good standard about Tudor times and about the Reformation, Elizabeth 1st and the Spanish Armada.
- Under the topic of special journeys pupils know about Gerald of Wales.
- Pupils use CD-ROM and the Internet on a regular basis when researching material.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils understand the benefits of National Parks. They make comparisons between their national park with Bute Park in Cardiff and express accurately the similarities and differences. Pupils effectively design their own imaginary parks and label various sections correctly.
- Pupils have a good understanding of direction and in using the points of a compass plan a route effectively. They draw a route from home to school and plans of the school and its buildings. They study the weather and understand how it affects the environment. They write about their favourite weather and climate.
- Pupils recognise and name a variety of animals and trees in Botswana and locate it effectively in Africa. They have studied Daniel's travels to Patagonia as part of their work on special journeys.
- In both key stages pupils make very good use of the Internet in their work on national parks including, Snowdonia and what can be seen from Tryfan.
- In KS2, pupils produce accurate grid references for various buildings. They produce their own Treasure Island map and use symbols to locate places. Pupils compare a 1908 and a 1995 map of the local area and write down the changes that have occurred.
- Pupils look at various routes from Cresselly to Haverfordwest, Pembroke and Tenby and Cardiff and consider scale and distances in kilometres and miles. They know the difference between a village, town and city and the meaning of suburb.
- In their study of Chembakoli village in India, pupils compare and contrast effectively family life, farming, landscapes, weather and climate, houses, occupations, amenities, journeys and transport, with living in Cresselly in Wales.
- Pupils study the seasons in Bangalore and compare them with Wales
- Older pupils, in various groups, study one of the countries in the present European Union and learn ten facts about them, such as, main rivers, currency before the Euro, distance from Wales and successfully access the Internet to extend their research .
- Pupils in both key stages make good use of the Internet and CD-ROM when undertaking investigations or research.

Shortcomings

- There are no significant shortcomings.

Art

No lessons were observed in KS1, but account was taken of work completed previously. Standards achieved are good in KS1 and KS2.

Good features

- Pupils use an appropriate range of materials to make paintings, drawings, prints, rubbings and collages.
- Pupils make satisfactory progress in their understanding of line, colour, shape and texture.

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- Visiting artists are used purposefully to demonstrate techniques in the style of artists such as Georgia O'Keefe. Pupils demonstrate a developing technique of blending paint and use of brush strokes to obtain the desired effect in their individual paintings of a poppy.
 - Pupils successfully manipulate clay to model clay tiles of houses with additional relief for details. Appropriate use of colour successfully makes 'Clay Lane' an effective display.
 - Computers are used effectively to support artwork in KS2. Pupils know the different icons for changing colours and different width of line and they know the procedure for deleting a page.
 - Pupils consider different types of chair and use this information successfully to design their own chairs. Most pupils show satisfactory ability to draw their intentions and some pupils design more complicated chairs with intricate details.
 - Older pupils study the styles of great art masters and offer valid ideas about different styles and techniques, for example, in the works of the Welsh artist Ceri Richards. They make good progress in using colour, shape and technique and in capturing the essence and mood in their own representations.
 - Pupils respond positively and creatively to music and poetry. They successfully use their creative skills when inspired by a poem by Dylan Thomas or music by Debussy.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement are good in KS1 and very good in KS2.

Good features

- In both key stages pupils sing with expression and with good diction. They have a broad repertoire of songs in English and Welsh.
- Pupils sing weather songs in Welsh lessons effectively. They sing a range of nursery rhymes.
- When using percussion instruments, pupils maintain a rhythm and observe the rules of a steady beat with increasing accuracy. They listen to others' performances as a means of improving their own compositions.
- Pupils learn about the characteristics of sounds by using tuned and untuned instruments. They are developing a good musical vocabulary and compose and appraise on a regular basis.
- In KS2, pupils think about ways to improve the mood of their compositions. They create a certain texture by the use of dynamics and a number of instruments and voices.
- Pupils readily use appropriate language to describe various musical sounds and are good at developing their musical ideas in practical activities.
- Pupils' compositions are of very good quality and when expressing views indicate that they have a very good grasp of pitch, tone and tempo. They perform as a choir and orchestra for special occasions and a number of pupils make good progress in playing the violin, brass and drums.

-
- Pupils gain an appreciation of a wide range of music by listening to and describing the sounds created by famous classical and modern composers and musicians.
 - Pupils make good use of ICT when producing compositions and when researching.

Shortcomings

- There are no significant shortcomings.

Physical Education

Standards of pupils' achievement are good in KS1. No lessons were seen in KS2 and there is, consequently, insufficient evidence to make any judgement on standards of pupils' achievement. Pupils, however, participate in gymnastics, dance, swimming (including the infants), athletics, tennis, rounders, cricket and running or jogging for a mile around the village field.

Good features

- In KS1, pupils dress appropriately for dance. They undertake a range of bodily movements and with improving control.
- Pupils find spaces well and display some good movements to depict a crab, blowfish and lobster.
- Pupils learn how to sequence their movements and in response to calypso melodies perform very imaginative sequences of movements.
- Pupils learn how to improve their own movements by watching others demonstrate. They produce fast and slow movements creatively.

Shortcomings

- There were no significant shortcomings in the one lesson seen.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Since St Oswald's Voluntary Aided school is a new school and has only been in existence for about eighteen months, this inspection is the first for the school. The two previous schools namely Jeffreyeston Voluntary Controlled School and Loveston County Primary School had their own separate inspections. The previous inspection reports are, therefore, no longer applicable.

8.2 Key Issues for Action

In celebrating the good standards achieved in this relatively new school the head and governing body need to:

- raise standards from satisfactory to good or better in Welsh second language and in information technology in KS1;
- establish across the school, assessment criteria for marking and commenting on pupils' work;
- provide additional resources for the Early Years, Welsh second language, history, geography and art;
- ensure that the school prospectus fulfils statutory requirements;
- reconsider the arrangements for collecting children at the end of the day in a restricted area.

APPENDIX

A. Basic Information About the School

| | |
|---------------------|--|
| Name of School | St Oswald's VA Primary School |
| School type | Voluntary aided |
| Age-range of pupils | 3-11 |
| Address of school | Cresselly Kilgetty Pembrokeshire |
| Post-Code | SA69 0SP |
| Telephone Number | 01646 651409 |

| | |
|----------------------|----------------|
| Headteacher | Mrs M Brown |
| Date of appointment | September 2001 |
| Chair of Governors | Mr W Bendall |
| Registered Inspector | Mr B Wigley |
| Dates of inspection | 19-21 May 2003 |

B. School Data and Indicators

| <i>Number of pupils in each year group</i> | | | | | | | | | |
|--|---------|----|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 45 | 17 | 12 | 8 | 13 | 16 | 11 | 10 | 91.5 |

| <i>Total number of teachers</i> | | | |
|---------------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 4 | 2 | 5 |

| <i>Staffing information</i> | |
|---|--------|
| Pupil : teacher (fte) ratio (excluding nursery and special classes) | 17.2:1 |
| Average class size, excluding nursery and special classes | 20.5 |
| Teacher (fte) : class ratio | 1.5:1 |

| <i>Percentage attendance for three complete terms prior to the inspection</i> | | | | |
|---|-------|------|-------|--------------|
| | R | KS1 | KS2 | Whole school |
| Spring 2003 | 95.4 | 94 | 91.35 | 93.58 |
| Autumn 2002 | 94.1 | 94.8 | 93.1 | 94 |
| Summer 2002 | 93.39 | 92.4 | 95.2 | 94.1 |

| | |
|---|---|
| Number of pupils excluded during 12 months prior to inspection. | 0 |
|---|---|

C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 1: 2002

| National Curriculum Assessment KS1 Results: 2002 | | Number of pupils in Y2: 12 | | | | | | |
|--|--------------------|----------------------------|---|-----|-----|----|-----|---|
| Percentage of pupils at each level | | | | | | | | |
| | | | D | W | 1 | 2 | 3 | 4 |
| ENGLISH: | Teacher Assessment | School | 0 | 0 | 15 | 85 | 0 | 0 |
| | | National | 0 | 4 | 13 | 62 | 21 | 0 |
| EN: Reading | Teacher Assessment | School | 0 | 0 | 23 | 77 | 0 | 0 |
| | | National | 0 | 4 | 13 | 54 | 29 | 0 |
| EN: Writing | Teacher Assessment | School | 0 | 7.6 | 7.6 | 77 | 7.8 | 0 |
| | | National | 0 | 5 | 13 | 70 | 12 | 0 |
| EN: Speaking and listening | Teacher Assessment | School | 0 | 0 | 23 | 69 | 8 | 0 |
| | | National | 0 | 2 | 11 | 63 | 23 | 0 |
| MATHEMATICS | Teacher Assessment | School | 0 | 0 | 15 | 61 | 23 | 0 |
| | | National | 0 | 2 | 9 | 60 | 29 | 0 |
| SCIENCE | Teacher Assessment | School | 0 | 0 | 8 | 69 | 23 | 0 |
| | | National | 0 | 2 | 11 | 67 | 21 | 0 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
|---|------|-----------|----|
| In the school: | 87.3 | In Wales: | 81 |

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
- W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2: 2002

| National Curriculum Assessment KS2 Results: 2002 | | | | | | | | | | | Number of pupils in Y6: 19 | | |
|--|--------------------|----------|---|---|---|-----|---|---|---|------|----------------------------|------|---|
| Percentage of pupils at each level | | | | | | | | | | | | | |
| | | | D | A | N | B | W | 1 | 2 | 3 | 4 | 5 | 6 |
| English | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.2 | 31.8 | 63 | 0 |
| | | National | 0 | 0 | 2 | n/a | 1 | 1 | 6 | 21 | 48 | 21 | 0 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.3 | 31.6 | 63.2 | 0 |
| | | National | 0 | 2 | 2 | 0 | n | n | 5 | 17 | 48 | 26 | n |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10.5 | 21.1 | 68.4 | 0 |
| | | National | 0 | 0 | 2 | n/a | 0 | 1 | 5 | 22 | 47 | 23 | 0 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10.5 | 21.2 | 68.4 | 0 |
| | | National | 0 | 2 | 1 | 1 | n | n | 5 | 22 | 44 | 25 | n |
| Science | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57.8 | 42.7 | 0 |
| | | National | 0 | 0 | 2 | n/a | 0 | 0 | 4 | 17 | 52 | 25 | 0 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57.9 | 42.1 | 0 |
| | | National | 0 | 2 | 0 | 0 | n | n | 3 | 14 | 55 | 26 | n |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) | | | |
|---|------|----------------|------|
| by Teacher Assessment | | by Test | |
| In the school: | 94.7 | In the school: | 94.7 |
| In Wales: | 63 | In Wales: | 63 |

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A Pupils who have failed to register a level because of absence.
N Pupils who have failed to register a level for reasons other than absence.
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
n Tests do not cover these levels.
n/a not applicable.

D. The Evidence Base of the Inspection

- Three inspectors spent a total of six days at the school with two inspectors spending two and a half days and one inspector one day.
- Pre-inspection meetings were held with the head, staff, governing body and parents
- Thirty-five lessons or sessions were inspected
- Pupils' work from the past and present term were scrutinised
- Interviews were held with the staff and pupils
- School documentation and subject schemes of work were analysed
- Twenty-six parents questionnaires were scrutinised and analysed
- Inspectors attended school assemblies.

E. Composition and Responsibilities of the Inspection Team

| Inspector | Type | Aspect Responsibilities | Subject Responsibilities |
|------------------|-------------|---|---|
| Mr B Wigley | RgI | The school and its priorities. The main findings of the report. Educational standards achieved by pupils. Pupils' spiritual, moral, social and cultural development. Quality of teaching. Curriculum. Support, guidance and pupils' welfare. Quality of self evaluation and planning for improvement. Leadership and efficiency. School improvement. | Welsh (Second language) English history geography music physical education |
| Mrs J Warr | Lay | Attendance. Partnership with Parents and Community, Schools and Other Institutions. Partnership with industry. | |
| Mrs S Duggins | Team | Behaviour and attitudes. Assessment, recording and reporting. Provision for pupils with SEN. Resources. | mathematics science design and technology information technology art |

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.